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THESIS

COMPARISON OF TEN STANDARDIZED TESTS WITH THE NEW WORK-PLAY BOOKS

Submitted by

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(B. S. in Ed., Fitchburg State Teachers College, 1945)

In partial fulfillment of requirements for

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1948

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INTRODUCTION

This study is an attempt to analyze the basic vocabulary of the New Work-Play Books, the Gates[1] system of reading, in relation to ten standardized reading tests.

Two problems are considered:

1. What percentage of words in each test is included in the Gates readers, and
2. What percentages of the Gates vocabulary are included in the tests.

DEFINITION OF TERMS

Standardization--the establishment of fixed procedures for administering and scoring a standardized test, and the establishment of norms for it.[2]

Basal Readers--a textbook, usually part of a graded series used for instruction in reading; there are four types: literary, story, factual, and learn-to-study.[3]

Basal Reading Series--a set of books issued by a publisher as texts for systematic instruction in reading, usually includes a reading-readiness book, a preprimer, a primer, and the first to sixth readers. (More recently basal readers have been developed for junior and senior high school classes.)[4]

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1 Macmillan Company, New York. 1939.

2 Good, Carter V. Dictionary of Education. New York: McGraw-Hill Book Company, Inc., 1945. p. 386.

3 Ibid. p. 329.

4 Ibid. p. 331.

Validity--the degree to which a test measures what it purports to measure; the major criterion of a good examination.[1]

Reliability--the degree to which a test measures what it does measure; consistency of measurement; a major criterion of a good examination.[2]

Norms--the median or average performance on standardized tests of pupils of different ages or grade placement, as determined by the testing of large numbers of pupils.[3]

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[1] Green, H. A., Jorgensen, A. N., and Gerberich, J. R., Measurement and Evaluation in the Elementary School. New York: Longmans, Green and Company, 1944. p. 625.

[2] Ibid. p. 622.

[3] Ibid. p. 620.

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CHAPTER I

REVIEW OF RESEARCH

History of Testing

Testing may be traced back many centuries into ancient literature. Standardized objective testing, however, stems from about the middle of the 19th century. The first reported work of this type was in 1864 when the Rev. George Fisher[1] devised and used what were probably the first objective measures of "achievement." These were called "scale books."

In 1894 Dr. J. M. Rice[2] conceived the idea of a uniform spelling test. He administered a list of spelling words to pupils in many school systems and analyzed the results. Rice was attacked and ridiculed. Although he continued his work effectively, his efforts had little results until ten years later.

In America the testing movement is commonly dated from the work of Thorndike and his students.[3] The years between 1908 and 1915 were the first ones in respect to the devising of standardized tests and scales.

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1 Green, H. A., Jorgensen, A. N., and Gerberich, J. R. Measurements and Evaluation in the Elementary School. New York: Longmans, Green and Company, 1944.

2 Ayres, Leonard P., "History and Present Status of Educational Measurements," The Seventeenth Yearbook of the National Society for the Study of Education, Part II. Bloomington, Illinois: Public School Publishing Company. p. 11.

3 _____ Encyclopedia of Educational Research. New York: MacMillan Company, 1941.

Stone[1] in 1908 and Courtis[2] in 1909 published tests to measure achievement in elementary arithmetic.

In 1913 Buckingham[3] reported a spelling test and in 1916 Trabue[4] reported one on language.

Reading tests were the last to yield. Courtis[5] reported the first attempt to determine standard scores in some of the measurable elements of reading.

In 1915 Starch[6] reported a silent reading test which he had devised.

From 1917 on the development of tests and scales was so rapid that by 1928, just two decades after the appearance of the first standardized test, nearly 1300 standardized and semistandardized tests had been catalogued.[7] In 1940 a similar unpublished count exceeded 2600.

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1 Stone, C. W., "Arithmetical Abilities and Some Factors Determining Them," Contribution to Education No. 19, Teachers College, 1908. p. 102

2 Courtis, S. A., "Measurement of Growth and Efficiency in Arithmetic," Elementary School Journal. 10:58-74, 177-99, 1909; 11:171-85, 1910; 360-70, 1911.

3 Buckingham, B. R., "Spelling Ability, It's Measurement and Distribution," Contribution to Education No. 59, Teachers College, 1913. 117p.

4 Trabue, B. R., "Completion-Test Language Scales," Contribution to Education No. 77, Teachers College, 1916. 118p.

5 Courtis, S. A. The Fourteenth Yearbook of the National Society for the Study of Education, 1915.

6 Starch, D., "Measurement of Efficiency in Reading," Journal of Educational Psychology. 6:1-24. (January, 1915)

7 Monroe, W. S., "Ten Years of Educational Research," Bureau of Educational Research Bulletin 42, University of Illinois Bulletin, Vol. 25, No. 1 1928.

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[illegible]

[illegible]

The spread of standardized testing continued, under the stimulation of at least three early developments:

1. The numerous important studies of the accuracy of school marks revealed the fact that school marks are highly subjective, and hence inaccurate.

2. Surveys or investigations of certain of the larger school systems resulted from a prevailing feeling of dissatisfaction with existing conditions. The results of these surveys coupled with a desire on the part of a few educators to reveal true conditions, stimulated the construction and use of tests, which would be more objective devices for measuring the abilities of pupils.

3. The development of educational measurements was greatly facilitated by the establishment of research organizations.[1]

Reading Tests

"Teachers have learned that primary reading tests, particularly those for the first grade, must have a vocabulary common to many primers, and first readers if they are to be used successfully as general tests throughout the country."[2]

Clarence Stone[3] studied the vocabulary of nine first grade reading tests. He reports that on the basis of an adequate sampling of words commonly appearing in preprimer, primer and first readers during the period 1930-41, several of the tests are not suitable for that grade. From the standpoint of appropriate vocabulary and adequate sampling of preprimer, primer and first reader words, Stone finds the Garrison tests and the

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1 Green, Jorgensen, and Gerberich, Op. cit.

2 Statement from "Manual of Directions for the Garrison First Year Reading Tests."

3 Stone, C. R., "Validity of Tests in Beginning Reading," Elementary School Journal. 43:361-5. (February, 1943)

Stone-Webster tests are very probably the most satisfactory for use in the first grade for measuring reading function other than oral reading.

Ballenger[1] made a study to determine exactly what words are included in some of the more commonly known and used standard reading tests and to compare these words, together with their frequencies, with the basic vocabulary needs of the individual. The total word list for the 14 tests was 2,039 different words or 12,248 running words. The words appearing in the tests were checked against the Thorndike and Horn lists. There are 760 different words in the tests which are not included in the first 3,000 words of either list. In his conclusion, Ballenger found:

1. There is a great difference in the vocabulary of the various tests.

2. Some of the tests have rather simple vocabulary when measured on the basis of the Thorndike and Horn word lists.

3. There are a great many words included in the standard reading tests which are questionable on account of not being found in the child's reading and writing vocabulary frequently enough to be placed among the first 3,000 different words in the two lists.

4. Some of the tests arranged in the series are so devised that those intended for use in the higher grades contain more difficult vocabulary than those intended for use in the lower grades.

In a study by Beall[2] he determined the frequency of words in three primary reading tests, namely the Haggerty Reading Examination, Sigma I, Test I, Stanford Achievement Test, Primary Examination, Form A, Tests I

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1 Ballenger, H. L., "A Comparative Study of the Vocabulary Content of Certain Standard Reading Tests," Elementary School Journal. 23:522-34. (March, 1923)

2 Beall, R. H., The Vocabulary of Certain Primary Reading Tests as a Factor Limiting their Validity. Unpublished Master's Thesis, University of Iowa, 1924.

and II. Vocabulary tests of the multiple-response type were constructed from the words in each reading test after the elimination of those which appeared among the first thousand words of Thorndike's word list. The reading tests and vocabulary tests were given to 103 third grade pupils, and the correlations between the respective scores were determined. The correlations between the scores on the three tests mentioned above and the scores on the corresponding vocabulary tests were .488, .545, and .477 respectively. These results indicate, "that the pupil's knowledge of the vocabulary used in these tests is a factor that influences his performance upon the standardized tests used in this study."

Wilking[1] says that the present reading tests measures vocabulary by testing words picked at random which purports to predict the total vocabulary of the person being tested. In attempting to build a reading vocabulary test the writer became aware of the fact that one aspect of reading vocabulary testing which had been neglected was the frequency of usage of certain types of words. Word lists show frequency of usage of words generally.

Numerous other studies have been conducted including those by Gates,[2] and Dolch.[3]

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1 Wilking, S. V., "Do Our Reading Tests Test the Right Words," Journal of Educational Research. 36:35-9. (September, 1942.

2 Gates, A. I., "Experimental and Statistical Study of Reading and Reading Tests," Journal of Educational Psychology. Vol. XII. (September, October, November, 1921)

3 Dolch, E. W., "Teaching Reading," Elementary School Journal. 34:36-43. (September, 1933)

Present Trends in Basal Readers

Gates says, "The proper adjustment of the vocabulary burden and of the difficulty of reading materials to a pupil's capacity is of profound importance."[1]

Reading Vocabulary

In attempting to develop a core vocabulary for preprimer reading, Langston[2] showed significantly varying results. In the first study of this type Gross[3] tabulated the words from 10 preprimers and found that in a total of 8.831 words there were 393 different words. In a later study Curtis[4] who tabulated the words from 12 preprimers found a grand total of 11,914 running words but only 241 different words. Curtis made a core vocabulary list of 72 words which were repeated 9,047 times in the 12 preprimers that he analyzed. These 72 words constituted 75.9 percent of the number of running words.

To investigate further the possible development of a core vocabulary for preprimer reading, Langston selected for analysis 10 preprimer reading programs (12 preprimer books in all, not included in either the Gross or Curtis study). These preprimer programs were published between 1931 and

---

1 Gates, A. I. Interest and Reading Ability. New York: MacMillan Company, 1930. p. 9

2 Langston, R. G., "A Core Vocabulary for Preprimer Reading," Elementary School Journal. 41:766-73. (June, 1941)

3 Gross, A. E., "A Preprimer Vocabulary Study," Elementary School Journal. 35:48-56. (September, 1934)

4 Curtis, N. M., "Wide Reading for Beginners," Journal of Educational Research. 32:255-62. (December, 1938)

1940. The grand total of running words was found to be 10,749 while the total number of different words used was 306 or an average repetition for each word of 35.13.

Stone[1] made a vocabulary study of 21 preprimers, 21 primers, 21 first, second and third grade readers, published in 1930-41 inclusive. He formulated an up-to-date graded vocabulary in primary grade reading in which the words are listed and graded on the basis of the trend of use of these words as new words in the series of readers and on the basis of data available from other sources. He found that these 107 primary grade readers contain 5,314 different words, including 286 character names and 846 derivatives. Several thousand of the words appear in only one, two or three of the 107 books. Only 2,164 of the 5,314 different words appear in a sufficient number of books to justify being included in the graded vocabulary.

Hayward and Ordway[2] selected 15 preprimers published since 1933. In the combined vocabulary of the 15 preprimers 350 different words appear. The total number of running words in all 15 books is 13,667. Only three words (a, mother and the) were used in all 15 books. The range in the number of different words used in the several preprimers is from 35 to 85. The range in the total number of running words in a book is 188 to 1,677.

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1 Stone, C. R., "A Vocabulary Study Based on 107 Primary Grade Books," Elementary School Journal. 42:452-55. (February, 1942)

2 Hayward, G. W., and Ordway, N. M., "Vocabulary of Recent Published Preprimers," Elementary School Journal. 37:608-17. (April, 1937)

Among other studies of this kind are those of Gates,[1] Kyte,[2] and Thorndike.[3]

Word Lists

Thorndike[4] carried on a study to find the frequency of occurrence of words in the books, articles, letters and the like, which the pupil will or should read. The most frequently occuring 10,000 words are printed and listed in the Teachers' Word Book.[5]

Later Gates[6] attempted to select a list of words which would be suitable for use in all forms of reading material in grades one, two and three. He also composed a list of word-ideas most useful in teaching primary grades. The study resulted in a list of 1,500 words suitable for use in teaching reading in Grades one, two and three. The words are used in speech, in primary readers, in selected primary literature and are also words most frequently encountered in later reading. These words should be especially

---

1 Gates, A. I., Hemke, E., and Van Alstyne, D., "Problems in Beginning Reading Suggested by an Analysis of 21 Courses," Teachers College Records. 26:572-91. (March, 1925)

2 Kyte, G. C., " A Core Vocabulary for the Primary Grades," Elementary School Journal. 44:157-66. (November, 1943)

3 Thorndike, E. L., "Word Knowledge in the Elementary School," Teachers College Record. 22:334-70. (September, 1921)

4 Loc. cit.

5 Thorndike, E. L. Teachers Word Book. New York: Bureau of Publications, Teachers College, Columbia University.

6 Gates, A. I., "The Construction of a Reading Vocabulary for the Primary Grades," Teachers College Record. 27:625-42. (March, 1926)

worth learning, easy to learn, and once learned likely to be retained because of the great likelihood of being frequently encountered on every hand.

In 1928 the Child Study Committee of the International Kindergarten Union[1] reported a study of the vocabulary of children before entering the first grade. Their study was to find the vocabulary of normal children before entering the first grade. The result of the study was a list of 2,500 words selected from some 7,000 different words. Only those words of high frequency were included.

A study was conducted by Hodgkins[2] in which she tabulated the spontaneous speaking vocabulary of groups of children from 2 to 5 years in a nursery school environment. She concludes that the English of these groups is not established, that they lack essential words that they will have to learn later. "However, with the first developments of social reactions, speech is a basic agency for happy and satisfactory group relationships."

In an investigation by Smith[3] the spontaneous chatter of 88 children at play was noted, each child being observed for an hour. The ages ranged from 2 to 5 years. The number of words and sentences was counted and the average length of the sentences were determined together with the frequency

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[1] International Kindergarten Union, "A Study of the Vocabulary of Children before Entering the First Grade," 1928.

[2] Hodgkins, A. M. M. Tabulation of the Spontaneous Speaking Vocabulary of 162 Two to Five Year Old Children in a Nursery School. Unpublished Master's Thesis, Boston University.

[3] Smith, M. E., "Studies in Child Welfare--University of Iowa Studies," University of Iowa, Iowa City, Iowa. Vol. III, No. 5. (May, 1926)

of the various parts of speech. There is no complete listing of the words but the 67 words that have a frequency of more than 100 are given. On this list the predominance of pronouns and verbs is noticeable. The few nouns on this list is due more to their greater variability than to their true infrequence.

Buckingham and Dolch[1] conducted a study to determine as nearly as possible what words children know as they progress from Grade 2 through Grade 8. First the authors made a special study and produced tentative vocabulary lists for each grade from 2 through 8. The results of careful and extensive investigations give information as to the grading or frequency of use of 19,000 words.

A list was compiled by Horn[2] which included the 10,000 words most commonly used in writing. It is based on 5,137,000 running words, exclusive of proper nouns. Chiefly from adult correspondence.

Rinsland[3] recognized the need for a study of children's vocabulary and compiled a word list for elementary school children. One of the most striking facts discovered after all tabulations were completed was the very large number of different words in each grade and the total of 25,632 different words from a count of 6,012,359 running words.

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1 Buckingham, B. R., and Dolch, E. W. A Combined Word List. Boston: Ginn and Company, 1936.

2. Horn, E., "A Basic Writing Vocabulary," Monographs in Education, First Series, No. 4, University of Iowa. April, 1926.

3 Rinsland, H. D. A Basic Vocabulary of Elementary School Children. New York: MacMillan Company, 1945.

Vocabulary Studies of Readers

Preprimers

Gross[1] studied the vocabulary of 10 preprimers all with the copyright dates of 1927 or later to find the actual vocabulary, and the frequencies of each word contained in preprimers then on the market. The combined vocabulary of the 10 preprimers is 393 words and 8,831 words of reading material. There are 238 words which appear four or more times.

In an investigation by Stone[2] of the vocabulary of 20 preprimers, published in 1931-40 inclusive, he reported a wide range in vocabulary in various beginning books studied. He shows that not a single word appears in all 20 preprimers; 359 different words appear in the 20 books. Of these, 186 appear in only one book, 54 in only two and 29 in only three. In a comparative study of the vocabulary load he noted that these beginning books vary greatly in amount of reading material.

Rudisill[3] gives the results of an analysis of the vocabulary of 26 preprimers and 17 primers. The total number of different words in each book and the number of words with fewer than four presentations were listed. It is to be noted that both preprimers and primers vary greatly in the number of different words contained and in the number of words with fewer than four presentations.

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1 Gross, A. E., "A Preprimer Vocabulary Study," Elementary School Journal. 35:48-52. (September, 1934)

2 Stone, C. R., "Vocabulary of 20 Preprimers," Elementary School Journal. 41:423-29. (February, 1941)

3 Rudisill, M., "Selection of Preprimers and Primers--A Vocabulary Analysis, I," Elementary School Journal. 38:683-93. (May, 1938)

Primers

Hockett and Neeley[1] present significant data regarding the vocabulary burden of 33 primers published between 1923-35 inclusive. It was shown that some of the books contain a high average repetition with only a few words which occur less than five times and a large portion of words which appear 10 times or more. In other books the average repetition is much less, and a considerable proportion of the words are repeated only a few times. Those primers which have the largest vocabularies tend to have the largest number of words in common with others. This analysis of the vocabularies of 33 recent primers included a total of 174,076 words, the combined vocabularies of the books. The range of from 3,260 to 9,280 with an average of 5,275 and a median of 5,094 running words.

Selke and Selke[2] found a total of 1,636 different words in 12 primers. Only 38 words were common to all 12 books, while 783 words appeared in only one book. The number of different words in the separate books varied from 157 to 630.

Hockett[3] conducted a study of primers and first readers and found comparable data on 6 primers and 6 first readers appearing after 1935. When the first six first readers are compared with six primers it is found

---

1 Hockett, J. A., and Neeley, D. P., "A Comparison of the Vocabulary of 33 primers," Elementary School Journal. 37:190-202. (November, 1936)

2 Selke, E., and Selke, G. A., "A Study of the Vocabulary of Beginning Books in 12 Reading Methods," Elementary School Journal. 22:745-49. (June, 1922)

3 Hockett, J. A., "Vocabulary of Recent Primers and First Readers," Elementary School Journal. 39:112-15. (October, 1938)

that the former are, on the average, 1.61 times as long and that the vocabulary of the average reader is 2.14 times as extensive as that of the average primer. In conclusion the trend toward a more restricted vocabulary burden in both primers and first readers indicated in the previous reports of this type, is still in evidence.

First Readers

In 1921 Packer[1] investigated the vocabularies of ten well-known first readers. He found that there were 3,521 different words, of which 2,048 appear four times of less.

Again Hockett and Neeley[2] present essential information on the vocabularies of 28 widely used first readers. Analysis shows that almost 2,800 different words are used. This number, however, is only four-fifths as many as in the study reported by Packer. The typical first reader of those twelve years contains slightly more than 9,000 words of reading matter, less than 600 different words and presents 15.6 running words to each different word. Slightly more than half of the words are repeated more than five times, and slightly less than a fourth appear more than 15 times.

Beck[3] studied the vocabularies of 8 books, copyrighted in 1926 or 1927. There were 1,336 different words found, of which 706 appeared in

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1 Packer, J. L., "Vocabulary of Ten First Readers," Twentieth Yearbook of the National Society for the Study of Education, Part II, 1921. pp. 127-44

2 Hockett, J. A., and Neeley, N. G., "Vocabulary of 28 First Readers," Elementary School Journal. 37:344-52. (January, 1937)

3 Beck, M. M., "Vocabulary of First Readers," Peabody Journal of Education. 6:224-27. (January, 1929)

only one book and only 42 were common to the eight. Figures indicate that the vocabularies of the eight books studied have very little more in common than the books published before 1922.

Betts[1] established a basic list of words commonly used at various levels of recently published basal reader materials. He found there were 210,283 running words tabulated from 39 first grade books. One of his conclusions was the fact that basal readers at any one level vary widely in the number of different words and the number of running words used.

Second Readers

In 1918 a study was conducted by Housh[2] to find the range and frequency of ten second readers. The number of different words in each book ranged from 1,198 to 1,910. Of the 10 readers only 419 of the words were common to all.

In a study by Sister Irmina[3] of 13 readers, primers, first and second readers used in Catholic schools, she reported an average of 340 different words in primers, 647 in first readers, and 1,188 for second readers. These numbers compare quite similarly to those of public school readers. In conclusion Sister Irmina felt that the frequency and distribution of

---

1 Betts, E. A., "Study of the Vocabularies of First Grade Basal Readers," Elementary English Review. 16:65-9. (February, 1939)

2 Housh, E. T., "Analysis of the Vocabularies of Ten Second-Year Readers," Seventeenth Yearbook of the National Society for the Study of Education, Part I. 1918. pp. 40-45

3 Irmina, Sister Mary, "An Evaluation of the Vocabulary Content of 12 Series of Primary Readers," Catholic University of America Educational Research Bulletins, Vol. IV, No. 7. Washington, D. C.: Catholic Educational Press, 1929.

vocabulary throughout a book, as well as its quality, requires very careful study.

In order to obtain a vocabulary to form the basis for a series of workbooks in phonics, Stone[1] made a study of the new words appearing in first, second and thrid readers, The writer compiled a list and found that approximately 3200 different words appear in the total list. He found from the study that there appears to be a lack of standardization of the reading vocabulary for Grade II.

The research indicates the importance of tests and a wide range of vocabularies in primary books. This study is an attempt to compare the vocabularies of standard tests with the Gates readers.

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1 Stone, C. R., "The Second Grade Reading Vocabulary," Elementary School Journal. 35:359-67. (January, 1935)

CHAPTER II

PLAN OF STUDY

This study is an attempt to compare the vocabularies of ten standardized reading tests with the vocabularies of the Gates basal readers, preprimer through the second reader.

The ten tests were selected because they are standardized reading achievement tests most widely used in this vicinity. Only the most recent forms of these tests were used.

The childrens' reading beyond the second reader level is so extensive that it was decided not to include any vocabulary beyond the second reader. The tests are:

1.	American School Achievement Tests Public School Publishing Company Bloomington, Illinois Copyright--1941-42	Grades I and II Primary I-A Primary II-A Primary I-B Primary II-B Primary II-C
2.	Detroit Reading Test World Book Company Yonkers-on-Hudson, New York Copyright--1925	Grade II Forms I and II
3.	Detroit Word Recognition World Book Company Yonkers-on-Hudson, New York Copyright--1925	Grade I Forms: A, B, C, and D
4.	DeVault Primary Test California Test Bureau Los Angeles, California Copyright--1928	Grades I and II Forms I and II

5. Gates Primary Reading Tests

Bureau of Publications
Teachers College
Columbia University, New York

Copyright--1942

Grade I through Middle half of second

Forms:
I, II and III

6. Lee-Clark Reading Tests

California Test Bureau
Los Angeles 28, California

Copyright--1926

Primer, Grades I and II

Forms:
Primer--A and B
First Reader--A and B

7. Los Angeles Primary Word Recognition Test

California Test Bureau
Los Angeles, California

Copyright--1926

Grade I

Forms I and II

8. Metropolitan Achievement Tests

World Book Company
Yonkers-on-Hudson, New York

Copyright--1946-47

Grades I and II

Forms:
Primary I
Battery R
Battery S
Primary II
Battery R
Battery S

9. Reilley Reading Test

Houghton Mifflin Company
Boston, Massachusetts

Copyright--1940

Grade I

Forms A and B

10. Unit Scales of Attainment

Educational Test Bureau
Minneapolis, Minnesota

Copyright--1933

Grades I and II

Forms:

Grade I (First Half) A
" " (Last Half) A
" " (First Half) B
" " (Last Half) B

Grade II (First Half) A
" " (Last Half) A
" " (First Half) B
" " (Last Half) B

The books in the Gates reading system are:

Preprimer--Off We Go

Primer--Jim and Judy

First Reader--Down Our Street

Second Reader--We Grow Up

Plans were made to make lists of words. From each test all the words were listed in alphabetical order.

The words from the basal readers were then listed and alphabetized. The readers were broken into their groups; preprimer, primer, first reader, and second reader. Rules were decided upon as to what words would be considered new words. Derivatives were counted as new words except for the plurals where "s" only was added to a word, for example ride, rides or farm, farms. Proper names and interjections were counted as new words.

After each of the lists obtained from these books was alphabetized the lists were placed on graph paper in correct order.

The graph paper was so arranged that the word lists of the basal readers were placed diagonally along the left side of the paper. Across the top of the paper were the names of each test and each form.

When the check lists were completed persons were selected to aid with the checking. One person would read the list of words from the test while another person checked each word that appeared in the list of the basal readers.

The data were analyzed and the results are presented in the next chapter.

CHAPTER III

ANALYSIS OF DATA

This study is an attempt to compare the vocabularies of ten standardized reading tests with the vocabularies of the Gates basal readers, pre-primer through the second reader.

Table I shows the number of words in each test form, listed as pre-primer, primer, first reader and second reader words and then the total.

TABLE I

NUMBER OF WORDS IN EACH TEST FORM

Tests	Form	Number of Words: Pre-primer	Primer	First Reader	Second Reader	Total
1. American School Achievement	I-A	8	20	33	41	102
	I-B	4	27	52	39	122
	II-A	8	77	82	101	268
	II-B	11	84	90	83	268
	II-C	24	72	91	105	292
2. Detroit Reading	A	24	62	52	26	164
	B	25	56	49	34	164
3. Detroit Word Recognition	A	11	21	14	—	46
	B	11	21	16	—	48
	C	10	23	10	—	43
	D	11	17	9	—	37
4. DeVault Primary	I	15	45	36	19	115

TABLE I (Concluded)

Tests	Form	Number of Words: Pre-primer	Primer	First Reader	Second Reader	Total
5. Gates Primary Reading	I	26	66	62	81	235
	II	23	81	72	72	248
	III	20	66	79	75	240
6. Lee Clark Reading	Primer					
	A	16	33	9	—	58
	B	15	31	8	—	54
	First Reader					
	A	16	43	50	28	137
	B	16	47	53	27	143
7. Los Angeles Primary Word Recognition	I	4	24	24	24	76
	II	5	23	25	20	73
8. Metropolitan Achievement	I R	16	37	39	—	92
	I S	13	35	54	—	102
	II R	27	82	80	82	271
	II S	28	73	80	69	250
9. Reilley Reading	A	23	54	73	—	150
	B	25	65	47	—	137
10. Unit Scales of Attainment						
Grade I First Half	A	17	62	—	—	79
Grade I First Half	B	10	66	—	—	76
Grade I Last Half	A	25	54	53	—	132
Grade I Last Half	B	22	60	53	—	125
Grade II First Half	A	22	70	69	61	222
Grade II First Half	B	27	70	69	58	224
Grade II Last Half	A	23	75	60	47	205
Grade II Last Half	B	22	78	62	58	220

The American School Achievement Test, Form IIC, contains the highest number of words, 292. The Detroit Word Recognition Test, Form D, contains the lowest, 37. It is interesting to note how different forms of the same test differ. For example, the American School Achievement test Forms IA and IIA on the primer level. Form IA includes only 20 primer words, and Form IIA contains 77 primer words.

The tests are listed alphabetically.

Table II shows the number of words contained in the basal readers analyzed.

TABLE II

NUMBER OF NEW WORDS IN EACH BASAL READER AND TOTALS

Books	Number of Words
Preprimer	
Off We Go	42
Primer	
Jim and Judy	146
First Reader	
Down Our Street	242
Second Reader	
We Grow Up	430
Total	860

They are listed in order from the preprimer to the second reader and then a total is given.

Table III shows the number of words common to the basal readers and tests. The tests are listed alphabetically, and each form is given. Column I contains the number of new words in each test and Column II, the number of basal reader words found in each test.

TABLE III

NUMBER OF WORDS COMMON TO BASAL READERS AND TESTS

Test	Form	Number of Words	Words from Series
1. American School Achievement	I A	176	102
	I B	180	122
	II A	526	268
	II B	552	268
	II C	574	292
2. Detroit Reading	A	219	164
	B	221	164
3. Detroit Word Recognition	A	64	46
	B	66	48
	C	69	43
	D	63	37
4. DeVault Primary	I	143	115
5. Gates Primary Reading	I	373	235
	II	381	248
	III	401	240
6. Lee Clark Reading Primer	A	91	58
	B	91	54
First Reader	A	211	137
	B	214	143
7. Los Angeles	I	129	76
	II	127	73
8. Metropolitan Achievement	I R	238	92
	I S	227	102
	II R	529	271
	II S	530	250

TABLE III (Concluded)

Test	Form	Number of Words	Words from Series
9. Reilley	A	278	150
	B	282	137
10. Unit Scales of Attainment			
Grade I First Half	A	263	79
Grade I First Half	B	257	76
Grade I Last Half	A	326	132
Grade I Last Half	B	337	125
Grade II First Half	A	399	222
Grade II First Half	B	457	224
Grade II Last Half	A	412	205
Grade II Last Half	B	473	220

The American School Achievement Test, Form IIC, which has the highest number of words from the basal readers, 292, also has the highest number of words, 574, in its test. This is also true of the lowest number of words. The Detroit Word Recognition Test has 63 new words and only 37 words from the basal readers are found.

Table IV shows the percentage of basal reader vocabulary that is tested. The highest percentage is 42, the Unit Scales of Attainment Test, Grade I, First Half, Form A. The same test, Form B, ranks second with 40. Percentages ran as low as 9, which is for three tests; the Los Angeles Primary Reading Tests, Forms I and II, and Form D of the Detroit Word Recognition Test.

Table IV is arranged by the tests being placed in alphabetical order.

Table V shows the percentage of basal reader vocabulary tested, arranged by percents in descending order.

TABLE IV

PERCENT OF BASAL READER VOCABULARY TESTED--ARRANGED BY TESTS

Tests	Form	Percentages
American School Achievement	I A	12
	I B	14
	II A	31
	II B	31
	II C	34
Detroit Reading	A	19
	B	19
Detroit Word Recognition	A	11
	B	11
	C	10
	D	9
DeVault Primary	I	13
Gates Primary Reading	I	27
	II	29
	III	28
Lee Clark Reading Primer	A	13
	B	13
First Reader	A	16
	B	17
Los Angeles Primary	I	9
	II	9
Metropolitan Achievement	I R	21
	I S	24
	II R	32
	II S	29
Reilley Reading	A	35
	B	32
Unit Scales of Attainment		
Grade I First Half	A	42
Grade I First Half	B	40
Grade I Last Half	A	31
Grade I Last Half	B	29
Grade II First Half	A	26
Grade II First Half	B	26
Grade II Last Half	A	24
Grade II Last Half	B	26

TABLE V

PERCENT OF BASAL READER VOCABULARY TESTED--ARRANGED IN DESCENDING ORDER

Test	Percentage
Unit Scales of Attainment Grade I, First Half, Form A	42
Unit Scales of Attainment Grade I, First Half, Form B	40
Reilley, Form A	35
American School Achievement, Form IIC	34
Reilley, Form B	32
Metropolitan Achievement, Form IIR	32
Unit Scales of Attainment Grade I, Last Half, Form A	31
American School Achievement, Form IIA	31
American School Achievement, Form IIB	31
Unit Scales of Attainment Grade I, Last Half, Form B	29
Metropolitan Achievement, Form IIS	29
Gates Primary Reading, Form II	29
Gates Primary Reading, Form III	28
Gates Primary Reading, Form I	27
Unit Scales of Attainment Grade II, First Half, Form B	26
Unit Scales of Attainment Grade II, First Half, Form A	26
Unit Scales of Attainment Grade II, Last Half, Form B	26
Unit Scales of Attainment Grade II, Last Half, Form A	24
Metropolitan Achievement, Form I S	24
Metropolitan Achievement, Form I R	21
Detroit Reading, Form A	19
Detroit Reading, Form B	19
Lee Clark First Reader, Form B	17
Lee Clark First Reader, Form A	16
American School Achievement, Form I B	14
Lee Clark Primer, Form A	13
DeVault Primary, Form I	13
Lee Clark Primer, Form B	13
American School Achievement, Form I A	12
Detroit Word Recognition, Form B	11
Detroit Word Recognition, Form A	11
Detroit Word Recognition, Form C	10
Los Angeles Primary, Form I	9
Detroit Word Recognition, Form D	9
Los Angeles Primary, Form II	9

Table VI shows the percentage of the test vocabulary which is basal reader vocabulary.

TABLE VI

PERCENT OF TEST VOCABULARY WHICH IS BASAL READER VOCABULARY--ARRANGED BY NAME OF TEST

Tests	Form	Percentages
American School Achievement	I A	58
	I B	68
	II A	51
	II B	49
	II C	51
Detroit Reading	A	75
	B	74
Detroit Word Recognition	A	72
	B	73
	C	62
	D	59
DeVault Primary	I	80
Gates Primary Reading	I	63
	II	65
	III	60
Lee Clark Reading Primer	A	64
	B	59
First Reader	A	65
	B	67
Los Angeles Primary	I	59
	II	57
Metropolitan Achievement	I R	39
	I S	45
	II R	51
	II S	47
Reilley Reading	A	54
	B	49
Unit Scales of Attainment		
Grade I First Half	A	30
Grade I First Half	B	30
Grade I Last Half	A	44
Grade I Last Half	B	37
Grade II First Half	A	56
Grade II First Half	B	49
Grade II Last Half	A	50
Grade II Last Half	B	47

The DeVault Primary Reading Test ranks the highest with 80 per cent, and the Detroit Reading, Form A, second with 75 per cent. Two tests rank lowest with 30 per cent--the Unit Scales of Attainment, Grade I, First Half, Forms A and B. It is interesting to note that these two tests which rank lowest on Table VI ranked the highest on Table IV, Percent of Basal Reader Vocabulary tested.

Table VI is arranged by tests placed alphabetically.

Table VII shows the percentage of test vocabulary which is basal reader vocabulary arranged by percents in descending order.

TABLE VII

PERCENT OF TEST VOCABULARY WHICH IS
BASAL READER VOCABULARY--IN DESCENDING ORDER

Test	Percentage
DeVault Primary	80
Detroit Reading, Form A	75
Detroit Reading, Form B	74
Detroit Word Recognition, Form B	73
Detroit Word Recognition, Form A	72
American School Achievement, Form I B	68
Lee Clark First Reader, Form B	67
Gates Primary Reading, Form II	65
Lee Clark First Reader, Form A	65
Lee Clark Primer, Form A	64
Gates Primary Reading, Form I	63
Detroit Word Recognition, Form C	62
Gates Primary Form III	60
Lee Clark Primer, Form B	59
Los Angeles, Form I	59
Detroit Word Recognition, Form D	59
American School Achievement, Form I A	58
Los Angeles Primary, Form II	57
Unit Scales of Attainment Grade II, First Half, Form A	56
Reilley Reading, Form A	54
Metropolitan Achievement, Form II R	51
American School Achievement, Form II A	51
American School Achievement, Form II C	51
Unit Scales of Attainment Grade II, Last Half, Form A	50
Unit Scales of Attainment Grade II, First Half, Form B	49
Reilley Reading, Form B	49
American School Achievement, Form II B	49
Metropolitan Achievement, Form II S	47
Unit Scales of Attainment Grade II, Last Half, Form B	47
Metropolitan Achievement, Form I S	45
Unit Scales of Attainment Grade I, Last Half, Form A	44
Metropolitan Achievement, Form I R	39
Unit Scales of Attainment Grade I, Last Half, Form B	37
Unit Scales of Attainment Grade I, First Half, Form A	30
Unit Scales of Attainment Grade I, First Half, Form B	30

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to compare the vocabulary of ten widely used standard achievement tests in reading with the vocabulary of the Gates Basic Readers from the pre-primer level through the second reader. The vocabulary of the tests and the readers were listed and compared. The data was analyzed to find:

1. What percentage of words in each test is included in the Gates readers, and
2. What percentages of the Gates vocabulary are included in the tests.

CONCLUSIONS

From this analysis of ten standardized achievement tests in reading in comparison with the vocabulary of the Gates Basic Readers, the following conclusions are drawn:

1. The percentages found of the test vocabulary are generally rather low.
    a. The DeVault Primary Reading Test, Form I ranked highest with 80 per cent.
    b. The second highest was the Detroit Reading Test, Form A, with 75 per cent.
    c. Two forms of one test, Forms A and B of the Unit Scales of Attainment for Grade I, First Half, ranked lowest with 30

per cent.

2. Percents of basal reader vocabulary were extremely low.

   a. The two forms, Form A and B of the Unit Scales of Attainment for Grade I, First Half, which ranked lowest of the percent of the test vocabulary, ranked the highest of the basal reader vocabulary. Form A was 42 per cent; Form B, 40 per cent.

   b. Three tests were as low as 9 per cent. These were the Detroit Word Recognition, Form D, and the Los Angeles Primary Reading Tests, Forms I and II.

None of the tests seem to include a vocabulary which is representative of the vocabulary of the Gates basal readers.

LIMITATIONS OF THE STUDY

This study could have been carried on further, but all forms of the tests were not available. Forms of the Metropolitan Achievement Test have not yet been printed for use.

Some tests also contained vocabulary for only a half year on the second grade level. The Gates books are not divided into half years, so therefore it was necessary to use the entire second year vocabulary.

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American School Achievement Primary I-A

age
ago
and
ant
any

banana
because
become
began
book
brown
bump

cake
calf
called
came
candle
candy
catch
clean
clear
cloud
coat
cold
collar
cook
could
cradle
cried
crow
crowd
cut

dear
desk
ding
dish
does
dollar
drink
drum
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each
eagle
early
earn

east
egg

farm
farmer
fed
feed
feet
fell
fix
flag
frog
funny

game
gate
gave
gay
glad
glass
goat
grade

hammer
hand
hear
hide
home

jump
just

kind
kitten

lake
last
leave
leaves
left
legs
life
lift
light
like
lily
line
lion
live

loaf
look
lost
love

mail
might
milk
mitten
mix

near
need
nest
next
night

only

peanut
pear
peep
penny
people
piano
pie
pig
pin
please
plum
pony
poor
pretty
puppy
purple
push
pussy

rain
ran
rat
read
ready
redbreast
reindeer
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robin
rooster
rule
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shake
sheep
ship
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sit
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American School Achievement Primary I-B

again
bad
bark
beautiful
bed
before
begin
behind
beside
boy
brother
brush
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buttercup
butterfly
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American School Achievement Primary II-A

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means
measure
medicine
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American School Achievement Primary II-A

name
narrow
nearly
never
new
noisy
none
north
not
nothing
number
numerous

ocean
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often
old
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opposite
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outdoors
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package
villa
party
passengers
pebbles
people
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picked
picture
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please
pleased
pleasure
pleasures
pleasantness
pocketbook

possible
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quiet
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recreation
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rejoice
replied
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robust
rocks
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runners

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smiling
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wool
word
words
worked
would
woven

yard
years
yelling
York
you

American School Achievement Primary II-B

a	bears	city	easier	gained	insects
above	beast	close	eat	game	into
account	beating	cloth	eats	games	invitation
across	because	cold	egg	garbage	is
address	before	contented	eight	get	it
advance	began	contents	enclosed	girl	its
adventure	behind	copied	engine	girls	
afraid	beside	corn	ever	give	Jack
after	best	corner	everyone	glad	Jane
afternoon	Betty	correct	exciting	go	Jane's
again	big	costly	expensive	goes	John
against	biggest	costs		good	Junior
ahead	bird	cotton	fair	grass	
air	birds	could	fall	ground	keep
airplane	black	country	far	grows	keeper
alike	blow	cousin	farm		keeps
alive	bold	cows	fast	had	kind
all	book	creature	father	hanging	kinds
alligator	both	creeks	fearfully	hard	know
allowed	boy	crowd	fed	harmless	
altogether	boys	cruel	feed	hat	ladder
among	brave	custom	feel	hauled	lake
an	bread	cut	feet	have	land
anchor	brick		field	he	large
and	broken	dark	fields	head	last
animal	building	date	fiercest	heart	lay
animals	but	day	find	heated	leave
answered	by	daytime	finds	help	leaves
apart		delay	finished	her	length
apparent	called	descent	fire	herd	less
apple	calm	describes	firemen	hide	letter
are	came	devoured	first	him	like
arm	camp	Dick	fish	his	liked
around	can	did	five	holes	likes
arrowheads	cap	different	flaps	hollow	little
arrows	careless	dime	flat	home	live
as	carry	dimes	flies	horse	lived
ask	cat	dinner	flint	hot	lives
asked	catch	direction	fly	hour	long
at	caught	dish	fond	house	look
attend	caves	do	food	how	looking
attracted	cents	does	for	hungry	lose
auto	certain	dog	forests	hunt	
autos	chance	done	forward	hunting	made
away	cheap	down	found		maid
	chickens	drink	friend	I	make
back	children	driving	frightened	if	makes
bade	chip	during	from	in	man
bag	chipped		fruit	including	many
bear	choose	each	full	Indians	may

American School Achievement Primary II-B

me
means
men
merchant
met
mice
milk
minute
miss
moderate
modern
money
month
moon
morning
most
mother
move
much
muscle
must
my

near
needed
nest
new
night
nine
no
noon
not
now
nuts

ocean
o'clock
of
off
often
old
on
one
only
open
opportunity
or
orchard
ordinary
ordinarily
our

other
our
out
over
owls
owned

package
pail
pair
palaces
paper
paragraph
parent
parents
paste
pasture
pecked
pencil
people
period
permission
person
picked
picnic
placed
play
playground
point
policeman
pond
postage
potato
press
pull
purchase
push
put

quickly

rain
raised
ran
rapid
rather
rate
ready
recording
red
replied
rescued
rest
restful
return
ride
right
road
robins
roof
rows
rude

safe
said
sail
sale
same
sand
save
saw
say
says
scented
school
scouts
sea
search
season
see
seen
selfishness
separate
seven
she
sheep
ship
shore
short
show
showed
sidewalks
similar
sixty
skin
slow
small
smith
smooth
snowing
some
something
soon
speed
spoiled
squirrel
stable
stamp
stamps
started
staying
steam
still
sting
stone
stood
stopped
store
storekeeper
stormy
string
strolled
suddenly
summer
Sunday
sure

table
take
talk
tall
taste
teacher
ten
that
the
their
them
then
there
they
these
things
thirty
this
three
through
tie
time
times
tired
to
together
told
tomatoes
tomorrow
too
took
towards
toys
tree
trees
trip
turn
two

ugliest
uncle
under
unfair
unselfish
until
up
useless
usually

valuable
very
visit

wagons
wall
want
wanted
was
water
waving
way
we
week
went
were
wet
what
wheat
when
where
which
while
who
whom
wild
will
wind
window
wings
winter
with
withdraw
wither
women
woods
wool
words
would
wreck
write
wrong

yard
year
you
your

zoo

American School Achievement Primary XI-C

a
about
above
accommodated
afraid
after
afternoon
again
airplanes
alike
all
alone
along
also
always
America
ancient
and
angry
animals
apart
appeared
apples
are
arrested
as
asked
asleep
at
aunt
awake
awaken
away

back
bag
ball
balloons
bank
bare
bark
barns
baskets
be
bears
beautiful
because
belong
below
[illegible]

bent
berries
beside
best
Betty
big
birds
bite
black
boards
boat
both
bottom
bought
boys
bread
breathlessly
bright
brightly
brother
brown
buff
bulb
bulbs
built
burdock
burn
burned
burnt
bushes
but
buy
by
Byrd

cake
called
came
can
candy

carried
canyon
caught
caves
Charles
charred
cheer
cheerful
cherries
choked
circus
clay
closed
cloth
clothes
clouds
clumsy
cold
collect
color
Colorado
colored
colors
comes
complete
cord
corn
cotton
could
cousin
covers
crawl
cruiser
cut
cuts

dance
dandelion
dark
days
deep
derrick
describes
desire
did
different
dish
distances
diver
divide

do
does
dog
door
doors
down
dozen
drake
dress
dried
drop
duck's
dull

each
early
earn
east
easy
eat
eaten
earth
Edison
electric
elephants
enough
escape
even
evening
expert

faced
factory
fair
fall
far
father
feathers
feed
feeds
feel
female
few
find
finish
first
fish
fisherman
fishing
flew
flies

flower
flowers
flows
flying
follow
following
food
for
forty
found
four
frigid
from
fruit
fruits
fur
further

garden
George
get
give
glow
go
goes
going
good
grain
grand
grandfather
grass
gray
great
green
ground
grow
guest
gully

haired
happy
hard
has
have
he
heat
held
her
here
high

hill
him
himself
hire
his
home
hot
hotter
hour
hours
house
how
hung
huge
hut

I
ice
in
insects
interesting
into
is
it
its

Jack
Jane
John
joint

keep
kept
kick
kind
kinds
knowledge

lack
ladder
lake
large
lasted
leader
leather
leave
left
length
[illegible]
[illegible]

American School Achievement Primary II-C

like
likes
little
live
lived
look
looked
long
lose
low

machine
machinery
made
making
male
many
match
matches
means
measure
men
merely
minute
mile
miles
misty
Monday
money
monkeys
month
more
morning
most
mountain
mountains

narrow
native
near
nearly
nice
night
no
north
not
notice
nothing
number
nuts

obey
observe
obtain
October
of
old
on
once
one
only
open
opened
opposite
or
other
others
our
out
over
overhead
own

pale
party
peaches
peanuts
penny
people
perhaps
pet
picture
piece
pieces
pine
place
plank
planks
planted
planting
plants
play
pleasant
poor
poorly
poppy
possess
praise
pulling
put
rate
[illegible]

quality
quick

rail
railroad
rainfall
record
red
regions
relief
remain
remember
rented
result
Richard
ride
riding
rim
river
road
roared
Robert
robins
rock
roots
row

sad
said
safe
same
sand
saw
scare
school
second
see
seeds
seemed
seize
sell
selling
set
settle
settled
seven
shape
shapes
she
ship

shoes
shore
short
side
sighed
silence
silk
sizes
skate
skates
sky
sleep
slices
slow
slowly
small
snow
so
soil
sold
some
something
sometimes
soon
sorry
south
speed
split
spoil
spring
start
stay
steel
stem
stick
stopped
strange
street
string
stripped
strong
sudden
suddenly
sugar
summer
sunny
supplies
swift
swiftly
swimmer

take
task
tells
than
that
the
their
them
then
there
these
they
thickness
this
those
thought
thread
three
through
throw
time
tired
to
today
took
top
toy
travel
tree
trees
tribe
tricks
trip
two

uncle
under
until
unusual
up
upon
us
used
usually

[illegible]
vegetables
vegetation
very
vessel

village
visit
visits

wagon
walked
walking
want
warm
was
watch
watched
way
we
wear
weeding
weeds
week
weeks
well
went
were
west
wet
what
wheat
wheels
when
where
which
while
who
wide
wild
will
wind
window
windows
wings
winter
wisdom
with
[illegible]
wood
[illegible]
wool
[illegible]
would

year
[illegible]
[illegible]
[illegible]
[illegible]

Detroit Reading Test Form A

a
afraid
all
always
an
and
any
anyone
apple
around
asleep
away
at

baby
baby's
bad
bag
ball
balls
bank
barn
basket
back
be
bed
beds
big
Billy
black
blowing
blue
books
boys
boy
bread
brother
brown
buy
by

call
came
can
candy
carrying
cent
cents
children

city
closed
cold
color
colors
comes
corn
corner
country

day
dinner
dog
dolls
down

eat
eating
enough
every
eyes

farm
fast
father
field
fire
flag
flower
flowers
for
four
fox

garden
gave
get
girls
glad
go
gold
grass
gray
green
growing
ground

had
half

hang
happy
has
have
he
helped
hen
her
him
his
home
horse
house

in
into
is
it
its

Jack
jumped

kind
king
kitten

like
little
live
lived
long

made
making
man
Mary
Mary's
mine
money
Mother
mouth

near
new
nice
none
not

of
on
one
our
out

pictures
play
played
playing
pretty
put
puts

rabbit
rabbit's
ran
ready
red
ride
rides
road
rolled
run

saves
saw
school
see
set
she
shining
sick
sister
sitting
slowly
snow
so
soldier
some
Spot
spring
stays
store
story
strong
sunny
sun

table

take
telling
ten
the
they
this
three
time
to
too
top
took
town
toy
toys
tree
two

until
up

very
visit

wagon
walk
wanted
watch
was
we
went
were
when
white
will
wind
winter
with
woods
work

yellow

Detroit Reading Test Form B

a
all
an
and
any
are
around
asked
at
ate
away

baby
bad
ball
balls
bank
basket
bat
bed
big
birds
black
blue
boat
book
boy
boys
box
boxes
brown
by

cake
came
care
cents
chickens
children
clean
coat
cold
coming
could
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

dark
day
dinner
dog
down

each
eggs
every
eyes

fast
fat
father
fell
field
fireman
firemen
five
flag
flowers
food
for
from
funny

game
garden
gave
get
gets
go
going
gold
good
grass
gray
grew
grow

had
hand
happy
hard
have
[illegible]
he
head
[illegible]
[illegible]

herself
him
his
home
horse
hot
house
hurt

in
into
is

Jack
Jack's
John
just

keys
kind
kitten

laughed
learning
like
lilies
little
lived
lives
long
love

made
man
Mary
Mary's
men
might
minded
morning
money
Mother
must

nice
no
not

of
[illegible]
[illegible]

old
on
one
open
other
our
out

paper
papers
part
pen
piece
pig
pigs
place
play
playing
plays
poor
pretty
put

ran
red
ride
riding
running

said
saw
school
see
sells
she
sick
sled
sleeps
snow
snowing
some
store
street
strong
sweet

[illegible]
takes
[illegible]
[illegible]

ten
that
the
their
them
there
they
this
tin
to
told
together
too
took
toys
trees

up

very

wagon
wait
walk
was
watch
water
way
we
went
were
when
white
will
win
window
winter
with
without
working

[illegible]
you

Detroit Word Recognition Test Form A

a
and
apple
apples

balls
bear
bed
big
bird
bird's
black
boy
bread
buying

can
children
corn

door
down

eating

father
fire
flying
for

girl
giving
going
ground

her
hill
his
horse
house

in
into

king

leaves
little

making
man
milk
mother

of
on
ones
over

playing

rain
running

singing
sleeping
some

telling
the
three
to
tree
two

under
up

walk
water
white
with

Detroit Word Recognition Test Form B

a
an
and
apple

ball
balls
bear
bed
big
bird
black
boy
boys
bread
buying

can
children
corn
come

door
down

eating

father
fire
flying
for

girl
girls
giving
going
ground

her
hill
his
horse
house

in
into

king

leaves

little

man
making
milk
mother

of
on
one
over

playing

rain

singing
sleeping
some

telling
the
three
to
tree
two

under
up

walking
water
white
with

Detroit Word Recognition Form C

a
after
an
and
apple
apples
around
at

ball
bed
big
bird
blowing
book
books
boy
box
bread

carrying
children
coming

drinking

eating
egg
eggs

father
flowers
flying
for
from

girl

hill
his
her
horse
house

in
into

looking
leaves

man
milk
mother

of
on
one
over

playing
putting

reading
running

sawing
school
singing
small
some
sun

table
the
train
to
top
tree
two

water
wind
with
wood

Detroit Word Recognition Form D

a
after
and
at

ball
bed
bird
birds
blowing
book
boy
bread

cans
children
corn

down
dress
drink

eating

father
flying
for

girl
girls
going

hand
happy
her
his
horse
house

in

leaves
little
long

man
mother

on
over

pretty
putting

rain
ride
running

sawing
singing
sitting
sleeping
some

taking
the
to
tree
two

under

water
watch
wind
window
with
white

DeVault Primary Reading Test Form 1 Grades 1 and 2

a
again
along
and
are
asked
as
away

ball
bear
bears
bird
birds
black
blue
bread
box

came
can
cat
children
chickens
coat
could

day
did
does
dog
dogs
doll
do

ears
eat
eggs

fast
feet
fish
fit
flag
flew
fly
found
four
for
for.

frog
full

girl
girls
give
goat
go
grass
grow

has
have
he
her
house
houses
horses
how
hungry

I
in
into
is
it

know

little
live
log
long

make
man
money
moon
mother
mouse
mouth
Mr.

neither
nest
new
no
nor
not

one
once
on
other

plant
playing
put

ran
rabbit
rabbit's
rest

said
sat
say
school
she
sheep
sing
so
some
sometimes
squirrels
stop
sun
swim

tails
thank
that
three
the
then
to
today
tree
trees
two

very

want
wanted
was
water
well
were
what

wheat
where
who
why
wings
with
woods
work
would

yes
you
young

Gates Primary Reading Tests (First Half) Form I

a
across
again
an
and
apple
apples
are
asked
automobile

baby
back
badly
ball
band
bank
bark
barn
basket
be
bear
bed
bell
big
bird
block
blow
boat
bottle
bow
box
boy
butter
buy
by

can
candy
cap
car
cat
cents
chalk
change
child
children
clap
clean
climbing
clock
closed
clothes
clock
cluck
coat
cock
cocoa
colt
cook
corn
corner
cover
cow
cross
crow

dark
daughter
dirt
dirty
dish
divide
do
dog
dog's
doll
donkey
door
draw
dress
drive
drop
dropped
duck

ear
eats
eating
elephant
eye

face
falling
fan
fans
farmer
fat
father
feet
fight
fish
finding
first
five
fix
flag
floor
fly
flying
foot
for
fork
four
fox
frog
from
full

game
gates
get
go
goat
goes
gold
got
ground
grow

had
hair
hand
hands
has
hat
have
hay
he
head
hear
hen
her
here
hide
hill
his
hold
holding
hook
hot
hour
house
how
hung

I
if
in
ink
into
is
it

journey
jump

keep
key
king
kite
kitten
knife

lady
lake
last
leaf
leave
left
letter
lie
lies
lifts
light
like
likes
liking
lily
line
lip
little
live
lives
loaf
long
look
lost

made
maid
mail
make
makes
man
may
meat
men
mice
mile
money
more
mother
mouse
must

nail
name
near
new
next
not

of
office
on
one
only
open
out
over

pair
pan
paper
peaches
pears
pencil
person
pick
picture
pies
pig
pink
place
pleasant
playing
poison
policeman
poor
pretty
princess
pot

rain
rained
ran
rats
read
red
ride
river
road
rock
roof
room
root
run
running
runs

said
sand
saw
say
sea
see
seven
shall
shirt
shop
shot
should
showing
shows
sign
silk
sit
sits
skate
sleds
sleep
sleeps
slow
smokes
smell
smile
snow
soldiers
some
song
soup
South
stair

Gates Primary Reading Tests (First Half) Form 1

stand
stands
star
starts
stay
stick
stop
store
story
stove
street
strong
suit
sun

table
take
talk
talked
tall
teacher
tell
tells
tent
thank
that
the
there
these
they
thing
things
think
this
three
throw
tie
time
to
told
too
top
toy
too
top
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]

under
up

wagon
walks
walking
wall
want
wanting
warmer
was
water
way
ways
went
what
wheat
wheel
when
where
which
while
white
who
wind
window
winds
with
woman
wood
woodpecker
word
wore
would
write
writing

you
young
your

Gates Primary Reading Test Form II

a
again
all
always
an
and
are
asked
automobile
away

baby
back
bag
ball
balloon
band
bank
bark
barn
be
bear
been
before
bell
between
big
bird
bite
black
bloom
boat
book
box
boy
brave
bring
brown
build
bump
bumps
bunch
burn
buy
by

cage
cake
call
came

camp
can't
care
card
cart
cat
cent
change
cheese
cherry
child
children
church
clang
clock
comb
come
cook
cool
corn
cotton
country
cover
cow
cows
crayon
crying
cup

dance
dark
desk
did
digs
dish
do
doing
dog
doll
dolls
down
draw
dress
drink
drinking
drum
duck
ducks

eat

eating
eats
egg
eggs
elephant
every
eyes

fair
fairy
family
fanning
fans
farmer
faster
fastest
father
feathers
feed
feel
few
field
fields
find
fire
first
fish
five
flag
flour
flowers
fold
for
four
frog
from

had
hammer
hand
hands
handkerchief
hard
has
he
head
help
hen
her
here

hiding
high
hill
him
his
hit
hits
hold
horn
horse
hot
hour
house
houses
how
hungry
hurt

I
if
in
into
is
it
its

kind
king
kitchen
kite
kitten
know

lake
lamb
land
large
last
lay
lays
leave
left
leg
let
lights
like
likes
line
little
live

lives
look
looking
lost
lunch

made
mail
make
man
many
march
mark
marks
matches
me
met
milk
milking
miss
money
monkey
month
morning
mother
mouth
my

nails
napkin
near
neck
need
nice
not

of
old
on
one
orange
out
own

page
pail
pair
pairs
pan
paper

part
passed
pens
picture
piece
pig
place
plain
play
playing
policeman
porch
pot
prince
pull
pulls
pumping
pumpkin
punches
puppy
put

rabbit
raining
rat
rather
read
reading
real
rides
riding
right
ring
rings
river
road
robin
roll
roof
rooster
rope
run
running

said
sand
see
school
sea
saw

geese
girl
go
goat
goes
good
grade
grass
Green

Gates Primary Reading Test Form II

sews
she
shoe
should
show
showing
shows
side
singing
sister
sit
skate
skips
sleeps
snow
soap
soldier
some
south
state
stick
store
street
swim
swimming
swing

table
takes
talk
teacher
ten
than
that
the
then
these
they
thing
this
to
told
took
toy
toys
train
trees
turn
turned
two

under

very

wagon
walk
walking
walks
wall
want
was
wash
watch
water
way
went
were
what
where
which
white
who
why
wife
will
wind
window
wing
winter
wish
wisher
with
woman
woodpecker
word
write

you
young
your

Gates Primary Reading Test Form III

a	by	does	funny	kite	of
airplane		dogs		kitten	office
all	cabbage	doll	garden	knew	old
almost	cage	dollar	gate		on
alone	cake	dolly	gave	lamp	once
an	calf	donkey	geese	late	one
and	call	door	girl	laugh	only
animal	came	down	give	leaves	orange
apples	captain	draw	go	letter	oranges
are	carrots	dress	goat	lettuce	out
arm	cat	drink	going	like	oven
arms	caterpillar	drinking	grass	likes	over
asleep	cart	drum	grapes	line	oxen
at	cent	duck	green	lion	
ate	change		grow	lip	page
	cheese	each	guess	little	paint
baby	chick	eagle		live	pair
back	chicks	ears	had	lives	pan
ball	chicken	eat	hall	log	papa
band	children	eats	hand	look	paper
bank	chimney	eggs	has	looking	park
bark	Christmas	elephant	hat	loss	peanut
barn	circus	end	have		peanuts
barns	city	engine	hay	made	pears
basket	cleaning	eye	he	mail	pen
bat	climb		hen	make	pencil
beautiful	climbing	face	her	makes	penny
bed	climbø	factory	here	making	person
before	coat	fairy	hiding	man	picture
bell	clock	family	him	meadows	pie
best	close	father	his	milk	piece
big	cloth	feet	holding	money	pig
biggest	come	fill	home	monkey	pigeon
bird	corn	find	honey	moon	pin
black	corner	fine	hop	more	plant
boat	cow	fire	horse	mother	plums
book	cradle	fish	horses	mouse	policeman
bookkeeper	cried	five	house	must	pony
bottle	cross	flag	hungry		potatoes
bows	crow	flies		nail	pretty
box	cup	flower	I	name	prince
boy	cut	flowers	in	neat	pumpkins
brave		fly	into	next	pupil
bread	daisy	food	is	nice	puppy
bringing	dance	for	it	nickel	put
broken	dam	fork		night	
broom	dig	four	jar	nine	queen
bunch	dirty	fox	just	nose	
butter	do	from		not	rabbit
butterflies	doctor	full	kitchen		rabbits

Gates Primary Reading Test Form III

raining
raises
reading
ride
rides
riding
ring
road
robin
rock
roll
rooster
rope
rose
run
running
runs

sail
Santa
says
sees
shake
she
ship
shoe
show
silver
sister
sitting
sits
skate
sled
sleep
smell
smile
smoke
smoking
snows
some
something
soon
splash
spoon
spring
squirrel
squirrels
stand
standing
star

stick
stocking
stockings
stone
stop
stove
sugar
suit
swallow
sweater
sweet
swim
swimming
swing

table
tail
take
takes
talk
teacher
telephone
that
the
their
them
there
these
they
thing
things
think
this
thought
three
tiger
toy
toys
to
tree
trees

under
uses

wagon
waiting
well
wanted
were

was
wash
watch
waves
what
were
wheat
wheel
when
white
who
wigwam
wing
winter
wish
wolf
wood
work
works
would

yellow
you

Lee-Clark Reading Test
Primer Form A

a
am
and
at

ball
birthday
black
blue
boy
breakfast
brings

cake
can
candles
children

did
dog
draw

eggs

feet
foot
for

girl
good

help
her
him
horse
house

ice
in
is

Jack
Jane

kitty

like
little

make
man
may
me
met
mice
milk
mouth
must
my

not

old
on
out

pail
papers
party
play
playhouse
pretty
put

ran
read
red
rides
right
rooster
run

said
sand
says
six
some
spade

Terry
that
the
then
they
this
thought
through
throws
to

toast

under

wagon
want
was
went
wish
with
work

Lee-Clark Reading Test
Primer Form B

a
am
and
at

birthday
black
blue
boat
boy
breakfast
brings

cakes
can
candles
children

did
dog
draw

eggs

feet
foot
for

garden
girl
good

help
her
him
horse
house

ice
in
is

Jack
Jane

kitty

like
little

mail
make
man
may
me
met
mice
milk
mouth
must
my

not

old
on
out

pail
papers
party
play
playhouse
pretty
put

ran
red
rides
right
run
runs

said
sand
says
six
some
spade

Terry
that
the
then
they
this
thought
through
throws
to

toast

under

wagon
want
was
went
wish
with
work

Lee-Clark Reading Test First Reader Form A

a
about
afraid
again
an
and
animals
another
anything
at
ate
automobiles

baby
banana
barked
bath
big
bird
birds
black
block
blow
blows
bow-wow
boy
breakfast
brook
brownies

calves
cake
cap
carried
cat
cents
chickens
choo-choo
churn
climbed
cloth
coat
cotton
curly

cold
dog
dolls
could
does

dream
duck

ears
eat
egg
eggs
elephant
elephants

farmer
feathers
feet
fight
first
flew
floor
flower
for
found
from

girl
grass
great
green
grew
grow

had
hand
happy
has
hay
he
hen
here
hid
hide
hill
his
hold
how
hungry
hurry
hurt

in
is
it

Jack
jump
jungle

kitty
knew

last
let
letter
liked
likes
line
listened
little
live

made
mail
make
man
many
mice
milk
mother
much
mud

near
need
nest
never
nose
not

of
off
old
on
once
open
other
out
over

package
party
pigs
pink
planted

playground
please
postmaster
post office
put

rat
red
robin
roll
rolled

said
sat
seed
seeds
shelf
shoes
showed
sick
slid
slide
snow
soldiers
something
sometimes
song
sorted
squealed
squirrel's
stamp
stamped
steps
sticks
store
strong
Sue
supper
swim

takes
taste
teeter
ten
that
the
their
them
there
three

threw
tired
to
toy
toys
traps
tree
trunk
try
turned
twelve
two

under

warm
was
washed
water
weeks
went
were
when
while
white
will
window
wise
worms

yellow

Lee-Clark Reading Test First Reader Form B

a
about
afraid
again
airplane
an
and
animals
another
anything
at
ate

ball
banana
bank
barked
began
big
bill
bird
birds
bites
black
block
blow
blows
bow-wow
boy
bread
bright
butter

calls
came
carried
cat
cents
chickens
choo-choo
churn
clock
cloth
coat
cows
cotton
cow
cream

day

dolls
Donald
drank
draw
dress
ducks

ears
eat
egg
eggs
elephant
eyes

farm
faster
fed
feed
flew
flower
frightened
from
full

girl
grass
great
green
grew
grow

had
hand
has
hatch
he
hen
her
here
hid
hide
hill
him
his
hold
holes
hurt
horses
how
humming
hug

hungry
hurry
hurt

in
into
is
it

Jack
Jane
jumps

kick
kitty

let
letter
letters
liked
line
little
live

made
make
man
many
mice
milk
mill
mother
mouth
much

nest
night

of
off
on
open
opened
other
out

package
paper
party
peeped
pigs
pink
playground
please
poor
postmaster
post office
put

ran
rat
red
river
robin
roll
running

said
Santa
sang
sat
saw
seeds
she
shelf
showed
sick
sleep
slide
snake
snow
some
something
sometimes
sorted
spoon
squirrel's
stamp
stayed
steps
store
supper
swim

takes
talk
teacher
ten
that
the
their
they
thing
thread
three
tied
to
toy
toys
train
trunk
try
turned
two
twelve

under

visit

walked
wanted
warm
was
washed
water
weeks
weighed
went
were
when
while
wise
with

Los Angeles Primary

Primary Word Recognition Test Form I

about
along
among
apple
around

ball
bear
behind
believe
big
bird
blossoms
blue
book
boots
bring
brought
butterfly

came
cat
chair
chimney
clock
come
could
cow
cup

dog
donkey

egg
even
ever
every

fish
five
fork
four
frog
funny

girl
go
goat
good
ground

had
happy
hardly
has
hasten
hat
hen
his
house
hungry

inclose
include
increase
indeed
Indian

king
kite
knife

ladder

mouse

owl

pan
penny
piece
pig
plant
planted
play
please
pound
pretty
promise
public
purchase
purpose

rabbit
ran
red
rolled
round
run

saw
scare
scatter
scrap
scrape
seven
sharp
shoes
should
shoulder
sing
soap
some
sound
spoon
spring
square
squirrel
stove

table
telegraph
telephone
temporary
tendency
thing
thorough
though
thought
three
through
train
tree

very

want
war
was
went
what
where
which
who
with
would

Primary Word Recognition Test Form II

about
along
among
around

baby
ball
believe
big
bird
blossoms
blue
boat
book
bottle
boy
bring
brought

came
chair
chimney
come
could

dancing
dog

eating
even
every

five
flag
flower
flying
fork
four
frog

girl
go
goat
good
ground

had
happy
hardly
has
hasten
hat
hen
his
horse
house
hungry

inclose
include
increase
indeed

king
knife

ladder
letter
lion

monkey
mouse

nest

owl

pan
penny
piece
pig
plant
planted
play
please
pound
promise
public
purchase
purpose

ran
red
rolled
round
run

same
saw
scare
scatter
scissors
scrap
seven
should
shoulder
sing
six
soap
some
sound
spoon
spring
squirrel
swimming

table
telegraph
telephone
temporary
tendency
thing
thorough
thought
through
tree
two

very

wagon
want
war
was
watch
went
what
where
which
who
window
with
woman
would
writing

Metropolitan Achievement Test (Reading)
Primary 1 Battery: Form B

a
airplane
all
and
animals
apple
apples
at
away

baby
ball
banks
basket
bath
bear
bed
bee
beets
before
bell
below
bird
black
boot
both
bowl
box
bread

cabbage
cabbages
cake
can
candles
candy
care
cat
carriages
chair
chasing
child
coat
cow
cool
corn
cow

crowd
cup
cuts

deep
deer
dip
dish
dog
doll
door
dress
drink

ear
egg
enter

face
fair
far
farmer
father
find
finding
fire
fish
fished
fishing
five
flower
food
foot
for

gate
girl
give
go
goat
gold
gone
good

hairy
hen
hill
hot
house

happy
having
he
heavy
help
her
hers
hid
high
him
his
hit
hook
horn
horse
house
how
hungry

ill
in
is

jam
Jane
jar
job
jump

keep
kettle
key

large
learn
leaves
lesson
letter
lily
listen
look
looking
lovely
low

man
mat
meg
met

money
moon
mother

night
nose
nuts

of
oil
on
one
only
orange
our
own

package
pair
pan
party
peaches
peas
people
pets
pieces
plant
plate
play
pretty
pulling
puppy
purple

rat
rings
rough
round

scissors
seat
seven
sewing
shade
shining
shoe
shoes

short
sighs
sings
slices
sly
small
smiling
some
soon
sound
soup
spoon
squirrel
stars
step
sticks
stones
stop
stove

table
takes
talking
tall
tell
the
them
there
these
they
this
three
throw
today
tray
turtle
two

ugly
under

valley
vanishing
vine

water
way
walking

wall
war
warm
was
wash
waste
water
weed
what
wheel
where
wide
willow
window
winning
wish
wished
with
wolf
woman
wonder

Metropolitan Achievement Test (Reading) Primary 1 Battery: Form S

a	cart	hand	paint	stand
above	catch	hang	paper	star
across	chair	hard	park	stars
after	chicks	harm	pencils	start
again	child	has	plate	stay
always	children	hat	play	still
am	church	have	pot	stones
and	city	he		stocking
animal	cold	head	queen	stories
apple	cook	hear		story
apples	cottage	held	rain	sun
apron		her	rains	
are	dark	here	ran	table
arm	dash	high	ribbon	take
asleep	digging	his	ring	teeth
at	dog	hits	rings	that
away	dress	horse	road	the
			robin	them
baby	eating	ice	rocks	there
ball	eggs	in	run	they
band	every	is		thin
bark		it	sail	thinks
barn	far		sang	those
basket	farm	jacket	school	three
before	farmer	jump	scratch	to
beside	fat		search	tree
big	fence	keep	see	turkey
black	flag	kind	sew	
blue	flew	kite	shall	under
boat	flower	kitten	she	unless
book	flowers		shoe	until
bottle	foot	lamp	shoes	
bowl	four	land	shone	very
boy	fox	large	sighs	
branch	fresh	late	sign	watch
brass	fruit	little	sing	we
bread	fruits	lunch	sir	were
bridge			sirs	when
bring	game	might	six	where
brown	gave	milk	small	who
brush	girl	mine	smooth	will
bunch	girls		snow	window
bush	give	new	sold	winter
by	given	newspaper	some	with
	gloves	nice	son	word
cold	going	night	song	work
come	green	nine	still	
could	green	note	stream	young
			spoon	yellow
cure	had	of	squirrel	

about	bag	cake	[illegible]	[illegible]	[illegible]
accident	bad	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]		[illegible]
afternoon	[illegible]	children	[illegible]	[illegible]	[illegible]
afraid	[illegible]	[illegible]	doll	[illegible]	[illegible]
[illegible]	[illegible]	chiefly	dollar	George	
[illegible]	boy	child	door	get	I
Alice	boys	children	Dot	giants	ice
an	boy's	chimney	drives	girl	if
and	box	China	dry	glad	igloos
animals	box-car	Chinese	digging	glasses	in
another	bread	Christmas		go	infant
apple	breakfast	circus	cake	game	into
apples	bring	city	early	good	is
are	brook	clean	Easter	got	it
arm	brooks	climbed	eggs	grain	
as	brother	clock	enables	Grace	Jack
asleep	brought	cloth	enemies	grapes	Jane
at	brush	coal	envelope	gray	Jack
avoided	brush	coasted	even	green	Jill
away	build	counting	evening	growth	John
	bunny	cocoa	every		jumped
back	burned	collect		had	June
bake	burning	collie	fall	handle	
baked	but	come	falls	hands	keep
ball	butcher	cooked	false	has	kept
balloon	butterfly	cool	families	hat	killed
banana	buy	corn	farm	have	King
bark	bugs	cotton	farmer	hay	kite
barn	by	could	farms	hayfield	kitten
barrel		country	fast	he	know
bead	cage	courtesy	Father	head	known
bears	cake	cousin	fell	healthier	
beat	called	covered	felt	heated	laddie
beautiful	can	curtain	fields	Helen	lamb
because	candle	cut	find	helped	lamp
bee	cap		fire	Henry	land
before	car	damp	fires	her	landlord
bell	careful	danger	first	here	lantern
Ben	carpet	dangerous	fish	hid	late
bench	carried	dark	fishing	hide	layer
big	carries	dash	five	hiding	lemonade
bird	carves	day	floor	high	letters
birds	cat	days	flowers	him	lettuce
bitter	caught	death	fly	his	life
black	cave	decided	foam	hog	lighted
blindness	caves	decks	food	home	lion
blossoms	cellar	deep	for	hood	live

Metropolitan Achievement Test (Reading) Primary II Form B

living
long
look
loud
loves

machine
made
magazine
man
many
marble
March
marriage
Mary
me
meat
medicine
men
mend
milk
mine
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
my

[illegible]
[illegible]
nest
newspaper
next
night
no
noise
noon
not
nurse

of
off
on
once
one
[illegible]

orange
our
out
oven
over
overboard

paint
pan
pansy
paper
park
party
peach
peaches
peat
pen
pencil
people
Peter
picnic
pie
pieces
pig
pillow
piled
places
[illegible]
planted
planting
plate
played
plenty
plum
poems
police
polite
pony
praised
preserves
pretty
Prince
protected
pulls
punished
pupil
put

[illegible]

radish
rains
ran
rapidly
rather
reached
read
rent
rides
ring
rivers
road
robin
rock
rug
run
runs
Ruth

sad
safe
safer
sail
says
school
scolded
seeds
seven
she
shoes
short
sing
sister
skin
sky
skirt
sled
slow
snow
so
some
someone
song
soon
sorry
soup
sour
[illegible]
[illegible]
[illegible]

stamp
start
stay
still
stole
stone
stones
stood
story
stove
student
sugar
summer
sweet
swim

table
take
tall
[illegible]
teacher
Ted
tell
tells
[illegible]
than
Thanksgiving
that
the
their
them
themselves
then
there
they
thing
this
those
three
time
tired
tiny
to
[illegible]
Tom
too
[illegible]
[illegible]
[illegible]
[illegible]

tomato
trailer
train
tree
trees
trousers
tube
turnip
two

until
up
us
used

wading
wagon
warm
was
washed
watch
watchman
water
watered
we
wears
went
were
[illegible]
wheel
wheels
when
where
which
white
who
whole
wide
wild
will
window
wing
winter
with
wood
woods
[illegible]
[illegible]
[illegible]

[illegible]

Metropolitan Achievement Test (Reading) Primary II Battery: Form S

a	Bill	chef	ear	gate	hound
about	Billy	cheerful	ears	general	hours
according	bird	Chicago	eastern	generally	house
ago	birds	child	eat	girl	houses
air	bites	children	eats	girl's	how
airplane	blue	chimney	eggs	give	
airplanes'	boards	China	enjoy	gives	I
alert	boat	Chinese	escaped	glad	if
Alice	Bob	Christmas	every	glider	I'll
all	books	city	expense	gliders	in
almost	bought	club	eye	gliding	Indians
alone	bow	clubs	eyes	glue	industry
always	boy	coat		go	insects
am	branch	color	failure	goat	into
America	bread	come	Father	good	is
an	break	considerable	far	got	it
and	brown	corn	farm	grass	
Anne	bubble	cost	farmer	green	Jack
apple	bucket	country	farms	ground	jacket
apples	building	cow	feather	group	Jane
apron	built	coward	feathered	grove	jelly
are	business'	currents	feathers	growing	John
around	but	cupboard	February	guided	just
at	butcher	cut	feed	Gypsies	
ate	butler		feeds		keep
attract	buy	daisy	fine	half	keeping
aunt	by	Dan	finger	handle	kept
automobile		dance	fire	happiness	key
away	cable	dangerous	first	happy	knee
	cables	days	five	has	knife
baby	cake	December	flag	hat	
baker	called	deck	fly	have	lamp
ball	can	deer	flying	having	large
band	cane	desk	following	hay	late
bark	canvas	Dick	food	he	launched
barrel	captain	dig	fool	health	lays
be	car	disease	for	hear	leaf
beans	Carl	dishes	fork	hears	left
bear	carpenter	doesn't	form	hearth	legs
because	carrots	dog	fort	her	lemon
becoming	carry	dogs	four	hency	less
bed	cart	doll	fox	hur	life
before	cat	dollars	friends	here	light
being	catch	door	frightened	his	lighted
bell	caught	down	from	how	like
best	cellar	drain	front	hole	liked
Betty	chain	drive	fruit	home	lily
beyond	chair	driven		honey	little
blunder	chest	drum	game	horse	living
ball	[illegible]	[illegible]	garden	how	[illegible]
					[illegible]

Metropolitan Achievement Test (Reading) Primary II Battery: Form S

logs
long
longest
lower
lying

made
make
man
many
Martin
Mary
mat
May
me
means
meat
men
milk
misery
mittens
more
mother
motor
mouse
move
mush
my

name
neck
Ned
needs
Nellie
new
night
nine
no
noce
noses
note

ask
October
of
often
on
one
oriole
ostrich

orchards
other
others
our
out
over
owns

pansy
paper
paragraph
pasture
pattern
Paul
people
persons
piece
plane
plate
plays
plow
policeman
pool
poor
popular
potatoes
poverty
president
pretty
provide
pulled
pumpkins
puppy
Puritans

radishes
rain
rains
rapidly
ready
really
red
ribbon
rile
riles
right
rising
roller
roof
rope

round
runs

sad
said
same
sap
school
scooter
seam
seams
seat
seeds
seeing
seem
seems
sees
several
sew
sewed
sharp
she
sheep
shelves
shoes
short
should
side
sides
singing
sister
six
skate
skin
sled
slightest
small
smoke
soap
some
sometimes
songs
soon
sorrow
sorry
sound
soup
spider
spaniels
speaking

speed
sport
sports
steer
steered
stick
stones
store
story
success
summer
Susie

table
tag
Ted
tells
tents
term
than
that
the
theater
their
them
then
there
these
they
thief
thin
this
thought
three
Thursday
time
to
toe
together
Tom
took
top
toy
trail
tree
trick
trip
truck
try
tulip

twenty
twig
two

under
until
upright
use
used
useful
usually

value
very

wagon
waiter
wall
walnut
was
watchdog
watchdogs
watching
we
wear
weed
went
were
wet
wheels
when
which
while
who
why
will
willow
window
windows
winter
with
without
wolf
woman
work

yellow
you
young
your

Primary Reading Test--Reilley Form A

a
after
airplane
airport
all
almost
already
among
an
and
any
are
as
ask
at
automobile
away

baby
back
ball
basket
bear
bears
between
big
bird
bit
black
book
books
both
bowl
box
boy
breakfast
bring
bringing
brought
but
butter
by

cap
carpenter
cars
cat
caused
chair
child
children
church
class
clean
clock
coat
cold
come
coming
conductor
could
cows

dates
dead
decide
dog
done
door
down
drink
drop

each
eating
edge
eggs
else
enough
everything

face
fall
fat
father
feeding
finished
fish
fit
flower
fly
follow
for
friend
from
fruits
funny

garden
gets
gave
getting
girl
girls
give
giving
glad
glass
going
green

had
hand
hands
happy
has
hat
having
he
head
her
here
him
his
hold
hole
home
hoped
house
hurry

I
in
into
is
it

Jack
just

kitchen
knee

late
left
less
letters
likes
little
long
looked
made
make
man
many
marched
meat
milk
money
more
morning
most
mother
much
music
must
my

needed
needs
never
new
noses
not
notice
now

of
old
on
one
orange
our

pair
pen
people
picture
plant
play
playing
pony
postman
puppy
puppies
put

ran
ready
rides
right
road
run
runs

sand
sat
saw
school
secret
seven
she
sheep
shelves
ship
shoes
sidewalk
sing
sister
sit
size
sleep
smoke
soldier
some
son
spring
station
stay
stayed
stick
sticks
still
steps
stone
stopped
store
street
sugar

taking
talk
talking
tall
teacher
that
the
their
them
there
these
thick
this
those
through
tickets
to
too
top
toys
tree
trees
trouble
true
trying
two

under
until
up
us
using

visit

waits
walking
wall
walls
wants
was
watch
waves
we
wearing
went
were
what
when
which
why
wish
women
work
world
would

yard
your

a
[illegible]
as
an
and
any
apple
apples
are
arm
as
asleep
at
away

baby
back
baggage
basket
beak
bears
bed
been
bell
better
bird
birds
birthday
black
blew
blown
book
books
both
bottom
bought
boxes
boy
boys
brave
broke
brothers
brother's
building
buy

called
can
cars
cart

[illegible]
[illegible]
clear
clean
clothes
cloud
coal
color
coming
corn
cost
count
cradle

dance
day
deep
down
drink
dry
dust

each
early
eat
eating
eggs
every
[illegible]
farm
farmer
fast
faster
father
feet
felt
field
find
first
flour
flower
flying
foot
for
found
friend
friends
from
funny
furniture

[illegible]
garden
gate
gave
girl
girls
give
glad
glasses
going
got
grass
ground
guess

had
hand
happy
hard
has
hat
he
hear
her
here
him
home
hoped
hot
house
how

I
ice
inches
in
into
is
island
it

Jack
John

keep
kept
killed
kissed

lamp
large
painted
last
picture
laughed
porch
lean
pleasant
let
pull
lift
put
likes
putting
line
little
quick
live
quickly
loading
long
run
look
reach
looked
ready
lost
red
lots
report
right
Mary
robin
man
robins
meet
road
men
rocks
milk
roof
mine
room
more
run
morning
most
sails
mother
same
mountain
saved
moving
saw
my
say
school
name
seven
neither
she
next
shoes
night
show
no
showed
not
side
now
sign
number
sister
sky
of
slow
off
slowly
on
smiling
one
snow
other
some
our
song
out
stopped
store
summer

[illegible]
tell
[illegible]
talk
talked
talking
[illegible]
then
the
their
them
there
they
thought
three
to
train
tree
truck
two

up

valley
very
village
visited
voice

wagon
walking
watch
watched
watching
was
water
wave
waves
we
went
were
wheels
when
wind
window
wish
wished
with
woman
word
world
work
working
worm

Unit Scales of Attainment

Grade I (First Half) Form A

all
am
an
and
are
around
at

baby
bad
bag
balloon
banana
band
be
bed
been
before
behind
better
between
big
bird
box
boy
bread
brick
bring
broke
brother
brought
brown
brush
build
but
by

call
can
cap
carry
cat
change
clap
chase
cheese
chimney
chip
clap

clock
coal
coat
cock
cold
cook
cool
corn
could
count
cross
cup
cut
cute

dawn
day
did
dish
do
dog

each
ear
eat
eleven
end
engine
enough
evening

face
father
feel
fell
fence
find
fine
fire
fish
five
flag
floor
flower
fly
food
four
fox
from

get
girl
give
glad
go
gold

had
hand
hard
have
he
head
hear
heel
here
hide
him
his
hold
hole
home
house
hurt

iron

keep
key
king
knee
knew
knock
know

lamb
lamp
land
lark
leaf
left
let
like
lock
look
love

make
man
may

me
men
milk
mine
more
mother
move
much

neck
new
no
not
now

of
old
on
once
one
our
out
over
own

pack
pail
peel
plant
play
pocket
point
pole
polite
pull

rabbit
rain
ran
read
red
ring
rock
room
round
run

said
sail
sand

save
saw
say
see
send
sheep
shine
ship
shop
show
six
smile
smoke
smooth
snow
some
soon
south
spoon
stamp
stand
stop
store
stump
sun

table
team
tear
ten
tent
that
them
then
they
this
ticket
time
to
took
top
train
tramp
trouble
turkey
turn
turtle

under
up

upon
us

wagon
walk
want
warm
was
wash
watch
water
wave
we
week
well
went
what
wheat
wheel
when
where
which
white
who
will
wing
with
work
would

yes
you
your

Unit Scales of Attainment

Grade I (First Half) Form B

about
all
always
am
an
are
around
as
ask
at
ate

baby
back
bank
bark
barn
bed
been
bell
best
better
big
bill
bird
bite
black
blew
bloom
book
box
boy
bread
brick
bridge
bright
bring
brook
brown
brother
brush
butter
by

call
can
cap
carry
cat
catch

chair
clean
climb
clock
close
cluck
coat
color
comb
come
cried
cries

day
did
dog
duck

each
eagle
ear
earth
easy
eat
eye

face
father
feet
fire
first
fish
flew
flies
found
free
friend
frighten
frog
from
fruit
funny
fur

get
girl
give
glad
goat
gold

got
green
ground

had
have
head
here
hide
home
hood
hop
horn
hot
house
how

ice

keep
kick
kill
kind
kiss
kite
kitten
knock
know

lake
lamb
letter
lie
light
like
listen
little
look
low
lunch

make
man
march
mark
market
may
me
men
milk

moon
more
mother
my

name
near
nest
never
new
night
noon
not

of
on
once
one
open
over
out

park
part
peck
play

rain
rake
reach
read
red
rest
ribbon
right
rock
roof
room
root
rope
rubber
run

saw
say
school
see
seed
shall
she

sheep
show
side
sick
sleep
slide
soon
spin
spoon
spot
spring
stays
stood
stool
stop
sun

tack
take
teach
team
tear
ten
tent
that
then
than
there
they
this
tick
tie
to
too
top
track
truth
tree
trees
trip
trunk
twelve
twice
twigs
twins
two

under
up

us

walk
warm
was
wash
watch
water
we
went
what
wheat
wheel
when
where
which
white
who
wigwam
will
wind
window
wing
winter
work
write

Unit Scales of Attainment

Grade I (Last Half) Form A

a	bricks	down	hold	must	roof
afraid	bright	drive	hole		room
all	bring	drown	home	near	root
an	brook		horn	neat	rope
among	brother	each	horse	new	rose
an	brown	eating	hour	noon	round
and	build	eleven	house	nothing	running
animal	butter	enemy	hunt	now	
are		evening	hurry	nut	safe
around	cage	everybody	hurt		said
asleep	can		hut	of	sand
at	candle	falling		on	sat
awake	canoe	farm	I	once	saw
away	car	father	ice	one	school
a	carry	fellow	in	only	see
baby	cart	field	invite	outside	second
back	cat	find	is	over	send
bag	catch	finger	it		sew
ball	certain	fire		parade	shook
balloon	chair	first	jumping	park	shop
banana	check	five		pear	should
bark	chicken	flag	king	pie	sing
birth	child	floor	kite	pieces	singer
beside	children	flew		pink	six
bound	claim	flower	lamb	place	skate
bower	climb	fly	land	plant	sleep
best	cloudy	fold	laugh	play	slide
bee	clover	follow	leaf	playing	slow
been	cold	food	learn	plum	snow
before	cook	foot	left	police	soft
began	corn	found	letter	pony	some
behind	corner	four	light	poor	something
bell	could	from	line		soon
below	count		little	queen	school
beside	cow	gets	live		square
better	crack	glad	load	race	stairs
between	cream	goat	loaf	rain	step
big	crow	gold		raise	stars
bird	crown	grew	Mary	rat	stick
birds	crying		me	read	stay
bite		hall	meat	red	still
blocks	danger	hand	men	ride	stood
blow	dark	hard	mice	ride	stop
book	dawn	has	milk	riding	store
bottle	day	have	monkey	rope	street
boat	dead	heard	month	river	sun
box	deep	heal	moon	road	sure
boy	did	hide	mother	rock	surprise
bread	dirtie	hill	house	rocking	swing
broke	dog	his	much	roll	table

Unit Scales of Attainment

Grade I (Last Half) Form A

sun
sunshine
sweater
swim
swing

table
tame
tells
ten
that
the
them
they
this
thread
time
to
took
top
train

under
up
us

wagon
walk
wall
warm
water
we
well
what
wheat
when
where
wash
white
why
did
dill
inlet
rib
[illegible]
[illegible]
[illegible]

Unit Scales of Attainment

Grade I (Last Half) Form B

a
about
afraid
against
airplane
all
almost
alone
always
am
an
and
animal
another
are
around
as
ask
asleep
at
ate
automobile
awake
away

baby
ball
bar
beside
being
bed
been
before
behind
bell
beside
best
big
birds
birthday
blocks
blue
boat
boy
bed
bell
boys
bread
broom
brother

cage
came
camp
can
candle
cap
card
carry
cart
cat
cents
cheese
chimney
clay
clean
climb
close
cloud
cloudy
collar
color
corn
cost
cow
crow
crown
crying

did
dish
dog
door
doors
down
dress
drinks

each
ear
eat
eating
eight
eyes

face
falling
far
feet
fellow
fence
fire
fish
flow
flower
follow
found
fox
friend
fun
funny

geese
get
girl
give
gives
got
green
gruff
ground
gun

had
hall
handle
has
have
hay
he
head8
heard
heat
heel
here
hid
hill
his
hole
home
horse
hot
how
hundred
hungry
hunt
hurry
hurt
hut

ice
in
instead
is
it
its

jumping

keep
kid
kind
king
knife
know

lady
land
large
learns
leave
letter
lost
low
lunch

mail
man
Mary
me
meal
mice
mom
mother
much
my

Santa Claus
seed
seen
sell
sent
several
shake
shall
she
sheep
shells
ship
show
sick
since
six
skate
skip
slow
small
smile
smiles
snow
snowman
soap
soldier
some
something
soon
sound
soap
spider
spins
square
squirrel
stage
stairs
stake
stale
stamp
stand
star
start
state
stay
stays
stone
stood
stop
storm
sun
sunset
table
tame

Grade I (Last Half) Form B

table
ten
tent
that
the
them
then
there
these
they
this
those
thousand
three
to
too
top
track
train
tramp
tree
trees
truck
twelve
twenty
two

umbrella
under
up
us

wade
wake
walk
warm
was
wash
watch
water
wave
we
weave
web
what
wheat
when
where
white
who
will
wind
window
wish
wood
woods

Unit Scales of Attainment

Grade II (First Half) Form A

a	calf	earth	goat	learn	of
about	came	earthern	gray	leaves	old
afraid	can	easier	green	left	on
after	cannot	easily	grow	letter	once
afternoon	cat	easy		light	one
air	certain	east	had	lights	only
all	chased	eastern	has	liked	or
along	chasing	eat	he	likes	out
am	check	eating	hears	listening	outside
among	cheese	eleven	Helen	little	over
an	chicken	emperor	help	lived	
and	child	empire	her	lives	parade
animal	Christmas	employ	His	low	park
apple	church	empty	hole		paw
are	climb	enemy	home	make	pear
as	clouds	evening	horse	man	Peter
at	cocoon	everybody	hour	Mary	piece
ate	cold		house	massacre	pig
away	colors	fall	hungry	me	pink
	come	farm	hunting	meagre	place
black	common	fast	hurry	meander	plant
blossoms	could	father		measles	play
boat	coupon	fed	implore	measure	playing
body	course	fell	in	meat	pleasure
bought	cousin	fellow	inch	mice	plum
bowl	cow	few	ink	milk	police
box	creeps	field	inside	minute	pony
boy	cross	fine	into	moment	poor
boys	crying	finger	invite	month	puppy
bread		fire	is	moon	
bridge	danger	first	it	morning	rabbit
bright	dark	fish		mostly	rabbits
bring	day	fleecy	Jack	mother	race
brother	deep	floor	Jane	motion	rains
brothers	did	flow	John	mouse	ran
brought	dig	flowers	John's	mountain	ready
brown	dirty	fly	just	much	red
build	divide	fold		must	regardless
but	do	follow	kind		register
buy	dog	for	kite	neat	regret
build	doll	forenoon	kitten	new	regulate
burn	donkey	found	knock	night	regular
bush	door	fox	know	no	relinquish
busy	down	frog		noise	road
butter	drive	from	lady	noon	rod
but	dug	full	lamb	not	roof
buy	dwarf		land	nothing	room
cake		garden	large	nut	rose
[illegible]	each	girl	learn		run
	early	go	leaf	[illegible]	[illegible]

Unit Scales of Attainment

Grade II (First Half) Form A

sail	table	when
saved	take	where
scared	teach	which
school	that	white
sea	the	who
second	them	why
see	then	wicked
sees	these	wide
sell	they	wife
send	this	will
she	thought	wind
shine	through	winter
shop	tiny	with
short	to	wolf
should	today	woman
shout	told	wrong
shut	tonight	
sing	torch	yard
singer	torn	yellow
sister	train	youngest
sister's	traveler	
sisters	traverse	
six	treacherous	
sky	treasure	
sleepy	tree	
slide	trees	
small	truck	
snail	turn	
snail		
so	uncle	
Spot	under	
spring	up	
squirrels	us	
star		
stars	very	
start		
stood	wall	
stop	want	
store	wanted	
story	wants	
straw	warm	
string	was	
strong	water	
such	we	
sudden	well	
summer	went	
sun	were	
sunshine	while	
[illegible]	will	
	wish	

Unit Scales of Attainment

Grade II (First Half) Form B

play
playing
pleasure
plow
plum
pony
potatoes
presence
present
priceless
princess
process
promise
pumpkins
puncture
puppies
puppy

quickest

rabbit
rabbits
race
radishes
rain
raises
raisin
rake
Ralph
ran
ransom
reason
reckon
red
rest
right
ring
road
robin
rocks
ran
rushed

sad
safe
said
same
saw
say
scared
school
seem
seen

see
seen
several
shake
shall
sheep
ship
shoes
sick
since
sister
six
skate
skip
slow
small
smell
smile
smith
smock
smoke
smooth
so
some
sound
speak
spill
spot
spring
squirrels
stage
stake
stale
star
start
state
stay
stile
still
stood
store
story
straightest
strong
sugar
summer
sunshine
supper
sweet

take
that
the
their
them
then
there
these
they
think
this
those
thought
thousand
tiny
tired
to
toy
traveler
traverse
treacherous
treasure
tree
tricks
trip
tulips
turkey
turn
two

umbrella
uncle
under
up
us

valorous
variable
variety
various

want
wanted
was
wash
water
waves
we
wear
well

went
were
wet
what
when
where
which
while
white
who
whole
whose
win
wind
wish
with
won
wonder
woods
word
world
worms
would
wren
wrote

yellow
you
youngest

Unit Scales of Attainment

Grade II (Last Half) Form A

a
about
above
abundance
adventure
afraid
after
afternoon
air
alarm
all
almost
alone
along
an
and
animal
apart
apple
are
around
as
at
ate
await
away

baby
balance
bark
bed
been
before
behold
big
bird
birds
black
blaze
blossom
boat
borrow
box
boy
boys
breeze
bridge
brother
brothers
brown
buds
bug
bunch
bush
but
by

claf
calm
came
can
cannot
cat
cattle
chase
chased
chasing
cheese
chirp
Christmas
church
clever
clouds
cold
color
colors
come
comic
conquer
cow
crash
creeps
crooked
cross
crying
cure
curious
cut

dark
day
defeat
delight
deliver
deny
depart
did
dig
dine
display
disturb
do
dog
doll
donkey
door
down
dug
dull
dwarf

earth
eat
eating
enemy
enough
escape
every
expect
expensive
extend

faithful
fall
far
fast
father
favorite
field
find
fir
fire
fish
flame
flavor
fleecy
fleet
float
flock
floor
flower
flowers
for
forenoon
forsake
fox
frog
from
full
funny

garden
get
girl
go
goat
grab
grateful
gray
green
grove
grow

had
halt
harsh
has
he
hears
Helen
help
her
herd
his
hole
home
hope
horse
horses
house
humble
hungry
hunting

in
include
inside
instead
into
invent
is
it

Jack
Jane
John
John's
joke
just

kind
kitten
know

lady
large
leaves
lift
light
lights
likes
listening
little
lived
lives
locate
lofty
look
luck

made
make
man
Mary
mend
mention
mew
mild
milk
moon
more
morning
most
mostly
mother
mouse

narrow
neat
new
night
no
noise
none
not
nothing
nut

oak

odor
of
often
old
on
once
one
or
out
over

pair
parcel
part
Peter
pig
pile
pink
place
plant
play
playing
plenty
pony
prepare
profit
prove
provoke
pull
punish
puppy
push

quantity
quiet

rabbit
rabbits
rains
ran
rash
ready
red
reform
regain
repair
restore
result
reward
rose

Unit Scales of Attainment

Grade II (Last Half) Form A

roses
rough
run
rushed

sacred
sad
saved
scared
school
sea
sees
several
shadow
she
shine
short
shove
shrink
silence
sing
single
sister
sister's
sisters
sky
sleepy
slender
small
smell
smooth
snail
snatch
so
some
something
special
split
spot
spring
squirrels
stain
stars
startle
stay
stood
stop
store
story
[illegible]

struggle
summer
sun
sunshine
sure
swell
swim

table
take
taste
team
tend
than
that
the
them
then
these
they
thief
thin
thing
things
this
through
throughout
tight
times
tiny
to
today
together
told
top
train
trample
travel
tree
trees
trifle
trouble
trust
turn
twice
two

uncle
under
up

useful
usual

very

want
wanted
wants
was
water
weary
went
were
whale
what
when
where
which
whistle
white
who
whole
wicked
wide
will
wisdom
with
witness
wolf
worship
worthy

yard
yellow
young
youngest

Unit Scales of Attainment

Grade II (Last Half) Form B

a
able
about
absent
across
afraid
after
afternoon
all
allow
an
and
angry
anxious
apple
appoint
are
around
arrive
ask
at
attempt
away

baby
bad
balance
ball
bark
barn
be
bear
became
because
bees
beets
beggard
began
better
big
bigger
Billy
bird
birds
birthday
black
blackbird
blanket
blue
blind

blossoms
blue
bold
book
boots
bought
boy
brother
brown
bugs
bundle
busy
but
by

cabbages
cake
calf
called
calls
came
capture
careless
carrots
cat
cattle
cease
center
change
chased
cherries
cherry
chicken
chickens
children
chipmunks
chirp
church
circle
circular
circus
clasp
coat
colors
come
contain
cow
crawl
crooked

cross
crow
cry
cure

dark
deceive
decrease
deer
defend
dense
describe
did
difficult
disappear
discourage
display
dismiss
discuss
do
dog
doing
done
donkey
doubtful
drop
drum
dry
duck
duty

eagle
early
easily
easy
eat
eating
eats
edge
elephant
else
enclose
endless
enemy
enlarge
enough
escape
every
examine
excite

faithful
fall
familiar
farthest
father
father's
feeble
feel
feels
felt
fields
fish
flatter
fleet
flew
flowers
flying
for
forenoon
forest
forget
fortunate
fright
frog
from
funny
furnish

garden
get
gets
girls
gloom
go
graceful
grandfather
grandfather's
gray
green
grows
guard

had
happening
happy
hardy
has
hasten
have
hays

having
he
heard
Helen
helpless
hen
her
hide
higher
highest
hills
his
hole
hollow
home
honey
hope
horse
house
how
humble
hungry
hunting
hurt

ideal
imitate
improve
in
injure
inn
into
invent
invite
is
it
its

Jane
John's
joy
jealous
John
John's

lake
land
large
laugh
learned
leaves
left
legs
let
lift
light
like
likes
listening
little
live
lives
lofty
lonely
longest
looks
luck

made
make
manage
march
marched
marching
master
mew
middle
mistake
morning
most
mostly
mother
mother's

near
Ned
Ned's
new
night
no
noble
noise
none
nose
not

Grade II (Last Half) Form B

oak
of
often
old
on
once
one
orange
out
over
overcome
overtake
owl

package
pair
peach
pear
permit
pets
pig
pity
plants
play
playing
pledge
plum
pony
potatoes
praise
present
prevent
prompt
proof
provoke
pull
pumpkins
punish
puppies
puppy
push

quickest

rabbit
race
radishes
rain
railway
raise

ran
rare
red
reasonable
resemble
ring
risk
road
robin
room
rough
round
ruin
run
rushed

sad
saw
say
scared
school
see
send
shift
shoes
shove
silence
simple
sing
sister
small
smaller
snatch
so
soldier
solid
some
something
sorry
spend
spoil
spring
squirrel
squirrels
stood
stop
store
story
straightest
strong

sufficient
sugar
summer
sunshine
supper
surface
surprise
surrender
sway

tailor
tame
team
tell
thankful
that
the
their
them
then
these
they
think
this
thought
tiny
tired
to
toy
tramp
tramps
tree
trees
tricks
trip
true
tulips
tumble
turkey
turn
two

uncle
under
unfortunately
unjust
unlike
up
useful
usual

vanish
very

wait
wander
want
wanted
warrior
was
watch
watchful
water
weak
wear
weary
went
were
wet
what
when
where
which
while
whistle
white
whose
win
wind
wise
with
won
woods
worms
worse
would
wren
wrongly

yellow
you
youngest
youth

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